DOCUMENT RESUME

ED 108 191 CS 205 617

TITLE A Learning Center for Haiku and Cinquain Poetry.
INSTITUTION Nebraska State Dept. of Education, Lincoln.
PUB DATE 75
NOTE 52p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Creative Writing; Elementary Education; *Haiku; *Individualized Instruction; *Learning Activities; *Learning Centers (Classroom); *Poetry
IDENTIFIERS *Cinquain

ABSTRACT

Self-directed activities designed to help elementary school students learn to use the cinquain and haiku poetic forms are presented in this booklet. An overall lesson plan including learning objectives, teaching approaches, and lists of materials needed for each task is provided, as is a record keeping form. Each of the eight chapters of the booklet contains a pretest, a posttest, and worksheet activities designed to develop specific points. A list of extra activities is appended. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188191

A Learning Center For Haiku And Cinquain Poetry

Issued by

NEBRASKA DEPARTMENT OF EDUCATION

233 South 10th Street

Lincoln, Nebraska 68508

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

* * * * * *

Anne Campbell

Commissioner of Education

September, 1975

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Nebraska Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS205617

STATE BOARD OF EDUCATION

R. Jerry Hargitt, President. . . . . Omaha
(District 2)

Willard H. Waldo, Vice-President . . . . . .Dewitt
(District 4)

Frank E. Landis. . . . . Lincoln
(District 1)

Walter L. Moller . . . . . Wayne
(District 3)

Dorothy Creigh . . . . . .Hastings
(District 5)

Mrs. Margaret Lockwood . . . . . .Gering
(District 6)

Mrs. Marilyn Fowler. . . . . Lexington
(District 7)

Harold O. Peterson . . . . . Omaha
(District 8)

FOREWORD

Individualized instruction is instruction that is designed to meet a particular student's level of learning as determined by pre-assessment.

Learning centers have proved to be one effective way to individualize instruction, thus allowing the teacher more time for individual student interaction while other students are productively involved.

This learning center has been developed with the following essential elements:

1. A Learning Center is an organized area with pre-designed learning stations and activity centers which are visually appealing and attractive.

2. A Learning Center can meet the need for initial instruction, review, reinforcement, horizontal enrichment (expanding an area studied) or vertical enrichment (in-depth study of a particular part of a topic).

3. A Learning Center is designed around a list of specific learning objectives which consider needs and interests of students at readiness, average and gifted levels.

4. A Learning Center is equipped with a pre-test(s) to determine the student's entry level into the center.

5. A Learning Center is equipped with a post-test(s) to determine if learning objectives have been accomplished.

6. A Learning Center is multi-media (AV material, verbal, pencil/paper, book), multi-modal (large group, small group, individual) in order to accommodate students' various learning styles.

7. A Learning Center has a record keeping system to determine which objectives have been accomplished.

8. A Learning Center has a written plan for gradual phase-in and scheduling of students which provides for management and control.

Any teacher who has a sincere desire to guide instructional activities of children while allowing them to learn at their own rate using their own learning style, can be successful with learning centers.

Anne Campbell
Commissioner of Education

JUL 3 1980

RATIONALE:

Poetry is personal. It is written by widely differing poets and it is read by widely differing readers. Poetry is written in many different forms and represents many different cultures.

Two forms originating in Japan are called the Cinquain and Haiku.

At this center you will learn to write a Cinquain and a Haiku.

ACKNOWLEDGEMENTS

We are grateful to the following teachers for developing A Learning Center for Haiku and Cinquain Poetry and for their willingness to share their product with other teachers.

Diana Kuhl	Murdock Elementary, Omaha
Heather Chilvers	
Phyllis Chambers	Clinton Elementary
Peggy Honeycutt	Clinton Elementary

We are grateful to Mrs. Jody Batten, Consultant, Programs for Gifted, Lincoln Public Schools, and Dr. Betty Dillon, Director of Staff Development, Lincoln Public Schools for creating the format and for the technical assistance they provided in the development of this learning center guide.

* * * * * *

Distributed by

Curriculum Services
Royal Henline, Administrator

Diane Dudley, Consultant
Programs for Gifted

NEBRASKA DEPARTMENT OF EDUCATION

POETRY HAIKU AND CINQUAIN

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT (MATERIAL ETC.
1. The student will be able to write five characteristics included in a cinquain and identify this form of poetry with 100% accuracy.	a. Read a booklet of poems. Read a booklet of cinquains. Have the children compare. Design a cover for a booklet to collect cinquains. Copy characteristics of cinquain in the booklet.	a. prepared booklet of misc. poems, prepared booklet of cinquains, booklets, paints, crayons, etc.
	b. Read some cinquains and the definition of a cinquain into a tape recorder and then play it back. Read poems. After deciding if it is a cinquain check it by using a cut-out chart.	b. cinquains & definition on a cinquain tape recorder cards with poems (some cinquains some not) cut out chart
	c. Group poems into pockets depending on whether or not they are cinquains. Read the titles of possible cinquains. Make a page in their booklet with more possible titles.	c. cards with poems (some cinquains - some not) Labeled pockets sheet of possible cinquain titles.
2. Given the first two lines of a cinquain, a student will be able to complete the cinquain using the correct form.	a. Cut out pictures from magazines and paste them in Cinquain Booklet for writing ideas	a. magazines and scissors and paste Cinquain booklet
	b. Choose a friend to help work on tra parency #1 Finish the cinquains	b. Transparency #1 overhead
	c. Part A. Turn to worksheet #1, Finish the cinquain by adding last 2 lines. Part B. Pick one cinquain and write it in booklet. Illustrate below it.	c. Worksheet #1 Cinquain booklet

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT (MATERIAL ETC.)
3. The student will be able to write write a cinquain using the correct form. Pick 2 out of 4 tasks.	a. Using the caterpillar transparency write a cinquain	a. transparencies overhead
	b. Using the pictures in the notebook write a cinquain	b. 5-10 pictures in notebook
	c. Pick a space and write a cinquain Tape it on the recorder Choose a friend & together work on the worksheet. Pantomine it out.	c. tape recorder set of species worksheet
4. The student will be able to describe the distinct characteristics of haiku with 100% accuracy.	a. Using a booklet, make a pretty picture for the cover. Use imagination or samples.	a. booklets, crayons or paints. Sample pictures
	b. copy characteristics of haiku in booklets	b. booklets
	c. View filmstrip & listen to record about haiku. Do activities on filmstrip. Do worksheet.	c. Filmstrip, projector, record, record player Worksheet
	d. Play game using gameboard	d. Game board, card pack

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT (MATERIAL ETC.)
5. The student will be able to determine how many syllables a line of poetry has with 100% accuracy.	a. Read poem out loud. Tap number of syllables on drum. Listen to poems on tape. As listening, tap out syllable on drum.	a. drum, tape, tape recorder
	b. Work the worksheets using either the transparencies or sheets inside plastic envelopes.	b. transparencies overhead projector worksheets plastic envelopes plastic mark crayons
	c. When able to complete these exercises, use baseball gameboard & syllable cards	c. gameboard syllable cards dice markers
6. Given 3 types of poems, the student will be able to identify which poems are Haiku with 100% accuracy.	a. Read poem printed on card. Identify which are Haiku. To check turn card over. If words fit into holes, correct answer.	a. cut-out chart poem cards
	b. Read poem on card. Put cinquains in cinquain envelope. Haiku in Haiku envelope. When finished, take Haiku out of envelope & place on string with clothespins to have checked.	b. 3 envelopes cards with cinquains haiku regular poems for each envelope clothespins clothesline string
	c. Work worksheets inside plactic envelopes	c. worksheets plastic envelopes plastic mark crayons

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT (MATERIAL ETC.)
7. Given the first line of a haiku the student will be able to complete the haiku in correct form.	a. Place the cutout chart showing the pattern of a haiku over the last line of a haiku that is given to you. Complete the other two lines of the haiku so that the words fit in the cut out spaces.	a. cut out chart showing the form of a haiku. possible 1st lines for haiku.
	b. Listen to a tape reviewing the form of a haiku. Complete a worksheet after listening to the tape.	b. tape prepared by teacher worksheet
	c. Choose one of the pictures with the first line of a haiku and complete the haiku	c. Mounted pictures with possible 1st lines of haiku's.
8. Student will write a haiku using the correct form.	a. View slides of Japanese scenery. Write haiku in booklets	a. Slides, slide projector, booklets
	b. Paint nature scene, write a haiku about people.	b. Paint, paper, booklets
	c. Gather blades of grass, flower petals, leaves, Press between waxed paper	c. things from nature i.e., grass, flowers, etc. waxed paper, iron, booklet.
	d. Write haiku about real Japanese paintings	d. Paintings on silk, booklets

COMMITTEE _____ AREA _____ LEVEL _____

ACTIVITIES COMPLETED

RECORD-KEEPING PLAN: _____ NAME _____

DATE _____

CHAPTER _____

PRETEST _____

POST TEST _____

PROBLEMS _____

TEACHERS EVALUATION _____

PLAN FOR ORGANIZING AND MANAGING THE CENTER:

PLAN FOR ORGANIZING AND MANAGING THE CENTER:

Hopefully the center will be self-directing. An aid will be available to help children with projects and art activities.

COMMITTEE _____ AREA _____ LEVEL _____

PLAN FOR PHASING CHILDREN INTO THE CENTER:

We plan to introduce the center by showing the film "Reading Poetry: Haiku" to the entire class. Children who are interested in more in-dept study may use the resource center as an option during their free choice period. Students check into the center by posting their record-keeping card in the clothespin holder provided. No more than four may use the center at a time.

PLAN FOR EVALUATING THE EFFECTIVENESS OF THE CENTER:

1. pupil interest - use of center
2. postests
3. student work.

Cinquain and Haiku

Table of Contents

I. Rationale

II. Chapter 1: You will be able to write five characteristics included in a cinquain and identify this form with 100% accuracy.

III. Chapter 2: Given the first two lines of a cinquain, you will be able to complete the cinquain using the correct form.

IV. Chapter 3: You will be able to write a cinquain using the correct form.

V. Chapter 4: You will be able to describe the distinct characteristics of a haiku with 100% accuracy.

VI. Chapter 5: You will be able to determine how many syllables a line of poetry has with 100% accuracy.

VII. Chapter 6: Given three types of poems, you will be able to identify which poems are Haiku with 100% accuracy.

VIII. Chapter 7: Given the first line of a haiku, you will be able to complete the haiku in correct form.

IX. Chapter 8: You will write a haiku using the correct form.

X. Extra activities

Cinquain Pre-test Chapter 1

100% accuracy

1. Instructions: Read the following poems. Check the letter of the poem or poems which are cinquains.

a. Man,
Human Being
Serving his country,
Proud to be alive,
Person

b. Bubbles are gentle
Light, clear, colorful to us
Beautiful in light.

c. There was a Young Lady whose chin
Resembled the point of a pin;
So she made it sharp,
And purchased a harp,
And played several tunes with her chin.

d. Fire
Flaming orange
Crackling, snapping, leaping
Filling hearts with joy
Warmth

CHAPTER 1

You will be able to write five characteristics included in a cinquain and identify this form of poetry with 100% accuracy. You will need to complete each of the following activities in the correct order.

Activities:

1. Read the poems in the booklet with the-clock face cover. Read the booklet entitled "Chinquains". With a partner, discuss how these poems are alike and different.

2. Using one of the pink booklets provided, design a cover for it keeping in mind it will be used to collect cinquain poetry. On the first page write the five characteristics included in a cinquain. A copy of these is at the center.

3. Read the two cinquains and the definition of a cinquain on the worksheet into a tape recorder and then play it back.

4. Read each poem. Decide if it is a cinquain. Check to find out by turning the card over and using the cut out chart.

5. Put the poems which are cinquains in the pocket labeled "Cinquains." Put those which are not cinquains in the pocket labeled "other poetry."

6. Read the titles for possible cinquains. Make a page in your booklet with more possible titles.

Cinquain Post-test Chapter 1

100% accuracy

1. Instructions: Read the following poems. Check the letter of the poem or poems which are cinquains.

a. A black tornado
Ripping away everything-
Nature's own monster.

b. Plane
Silvery, loud
Roars, soars, screams
It hurts your ears
Jet

c. Beautiful old tree
But its leaves are falling off
Winter is coming.

d. Storm
White, windy
Howls, blows, whistles
Shiver in your boots
Blizzard.

21

Cinquain Pre-test Chapter 2

100% accuracy

1. Instructions: Given the first two lines of a cinquain, complete the following cinquain, using the correct form.

a. Earth

Huge, round

CHAPTER 2

Given the first two lines of a cinquain, you will be able to complete the cinquain using the correct form.

Activities:

1. To get ideas for writing a cinquain, cut out pictures from magazines and paste them in your cinquain booklet. You may refer back to these pages later on for ideas.

2. Choose a friend to help you work on transparency number one. The first 2 lines are written down already. Finish the cinquain using the correct form.

3. Part A. Turn to worksheet number one. Finish the cinquain by adding the last two lines.

Part B. Pick one of the cinquains you have written and write it in your cinquain booklet. Below it, illustrate your cinquain using either crayons, chalk or water colors.

WORKSHEET

A cinquain is a five-line verse.

First line-one word or title.

Second line-two words that describes the title.

Third line-three words that show action about the title.

Fourth line-four words that express a feeling about the title.

Fifth line-one word that is a synonym for title word.

Instructions: Given the first two lines, complete the following cinquains using the correct form.

a. Winter
Cold, fun

b. Siren
Loud, shrill

CINQUAIN

Given the first two lines, complete two our of three cinquains, using the correct form.

Mud
Cool, wet

Movie
Exciting story

Bucket
Round, metal

25

Cinquain Post-test Chapter 2

100% accuracy

1. Instructions: Given the first two lines of a cinquain, complete the following cinquain, using the correct form.

   a. Sun

      Huge, round

Cinquain Pre-test Chapter 3

100% accuracy

1. Instructions: Write a cinquain about any subject, using the correct form.

27

CHAPTER 3

You will be able to write a cinquain using the correct form with 100% accuracy. You will need to complete each of the following activities in the correct order.

Activities:

1. Using the caterpillar transparency, write a cinquain using the correct form. The characteristics are on the top of the page.

2. Using one of the pictures in the notebook for an idea, write a cinquain.

3. Smell the spices. Pick one you like and write a cinquain. After you have written it, record it on the tape recorder so others can listen.

4. Choose a friend and together work on worksheet number one. Write a cinquain and then work out a pantomine to present to the class.

CINQUAIN

(sing kan)

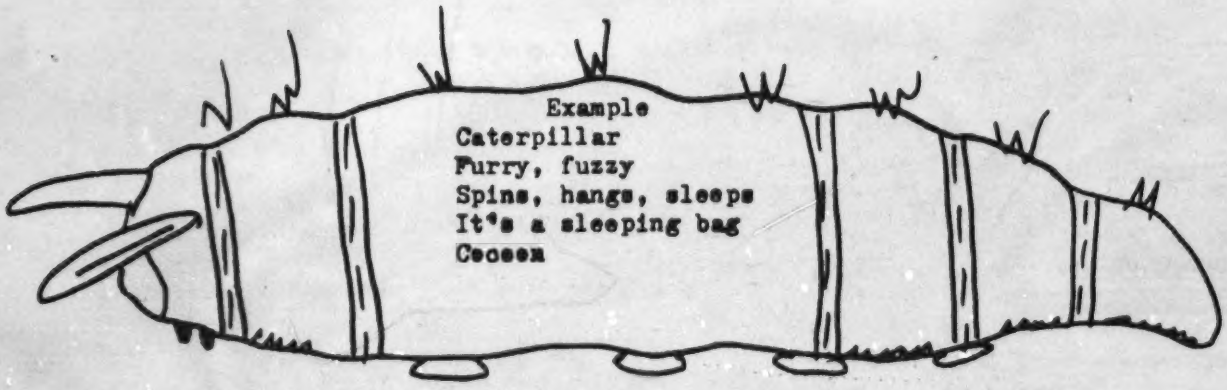
FIRST LINE- Giving the title

SECOND LINE- Two words, describing title

THIRD LINE- Three action words

FOURTH LINE- Four words expressing a feeling

FIFTH LINE- Another word for a title word



NOW TRY WRITING YOUR OWN CINQUAIN:

_____

_____ _____

_____ _____ _____

_____ _____ _____ _____

_____

Cinquain Post-test Chapter 3

100% accuracy

1. Instructions: Write a cinquain about any subject, using the correct form.

Haiku Pre-test Chapter 4

100% accuracy

1. Instructions: Describe briefly a haiku.

2. How many syllables are there in the entire poem of a haiku?

_____

3. How many syllables does the first line of a haiku contain?

_____

4. How many syllables does the second line of a haiku contain?

_____

5. How many syllables does the third line of a haiku contain?

_____

CHAPTER 4

You will be able to describe the distinct characteristics of haiku with 100% accuracy. You will need to complete each of the following activities in the correct order.

Activities:

1. Using a purple booklet provided for you, make a pretty picture for the cover. Use your imagination or get ideas from the samples.

2. Copy the characteristics of haiku on the first page of your booklet. The characteristics tell what haiku is.

3. Look at the filmstrip and listen to the record about haiku. Do the activities suggested on the filmstrip. A worksheet is in the center for you to use.

4. Play the games using the game board and the pack of cards that goes with it about Japan and haiku.

HAIKU

Pupil Follow-up for Filmstrip

Section 1. Haiku form

Directions: Read the haiku below. Write the number of syllables at the end of each line.

The tight string broke and	( )
the loose kite fell fluttering	( )
losing its spirit.	( )

Section 2 Completing a haiku

Directions: Complete the haiku below using your own idea.

Hop out of my way	(5)
Mister Frog, and allow me	(7)
_____	(5)

Section 3 Writing Haiku

Nature and the seasons, little creatures and pets are good subjects. Ideas may be about subjects which are real or imagined, humorous or thoughtful. You may wish to refer to these guides when you create your haiku:

Haiku Guides

1. Write the poem in three lines.
2. Tell what the subject is.
3. Tell where the subject is.
4. Tell what action is taking place.
5. It's best to have a 5-7-5 syllable pattern, but not required.

_____

_____

_____

Haiku

1.

Because it is short,
Japanese three-line haiku
Almost writes itself.

2.

Count the syllables!
Five each in lines one and three,
Seven in line two.

3.

Syllable writing
Counting out your seventeen,
Doesn't produce a poem.

4.

Good haiku need thought:
One simple statement followed
By poet's comment.

5.

The town dump is white
With sea gulls like butterflies
Over a garden.

6.

In the laundromat
Dryer the Angels always
Seem to beat the Sox.

Haiku Post-test Chapter 4

100% accuracy

1. Instructions: Describe briefly a haiku.

2. How many syllables are there in the entire poem of a haiku?

_____

3. How many syllables does the first line of a haiku contain?

_____

4. How many syllables does the second line of a haiku contain?

_____

5. How many syllables does the third line of a haiku contain?

_____

Haiku Pre-test Chapter 5

100% accuracy

1. Instructions: After each line write the number of syllables.

   a. I scooped up the moon. _____

   b. In my water bucket. . .and _____

   c. Spilled it on the grass. _____

   d. Bubbles are gentle. _____

   e. Filling hearts with joy. _____

   f. How the trees are all gone. _____

   g. There was once a funny clown. _____

   h. He ran up the old tree. _____

You will be able to determine how many syllables a line of poetry has with 100% accuracy. You will need to complete each of the following activities in correct order.

Activities:

1. Read the poems slowly out loud. As you are doing this tap out the number of syllables on the drum.

or

Listen to the poems on the tape recorder. As you are listening tap out the syllables on the drum.

2. Work the two worksheets using either the transparencies numbered a and b or the sheets inside the plastic envelopes number 1 and 2. Mark on the transparencies and the plastic envelopes with the Plastic Mark crayons. Be sure to have your answers checked before erasing.

3. When you are able to complete these exercises correctly, find a friend and use the baseball gameboard to practice finding syllables. Directions for playing the game are found on the back of the gameboard.

Count the number of syllables in each line and write the number in the space provided.

1. bending across the fence _____
2. spilled it on the grass _____
3. a windy day _____
4. a beautiful picture _____
5. rain was falling _____
6. footprints in the snow _____
7. across the garden _____
8. leaves fall softly to the ground _____
9. moves in our fingers _____
10. an ant on the floor _____
11. a fly on the window _____
12. a red sinking sun _____
13. the flowers were pretty _____
14. everybody is happy _____
15. a shadow on a desk _____

You have learned that in a Haiku the first line should have five syllables, the second line should have seven syllables, and the third line should have five syllables. Read each of these Haikus and decide if they follow this five-seven-five pattern.

1. The crow flew so fast _____
   That he left his lonely caw _____
   Behind in the fields _____

2. A shining dewdrop _____
   Lazily rolls off into _____
   The cool morning grass. _____

3. The night is so dark, _____
   Nearing bedtime for children. _____
   It's all so peaceful. _____

4. The moon is shining _____
   In the sky brightly tonight, _____
   While all is quiet. _____

5. This is the kettle _____
   Bubbling and boiling so fast, _____
   Making gurgling sounds. _____

Haiku Post-test Chapter 5

100% accuracy

1. Instructions: After each line write the number of syllables.

   a. Bubbles are soft and gentle. _____

   b. How the trees are in bloom. _____

   c. I scooped up the dirt. _____

   d. He ran down the street. _____

   e. There was once a funny boy. _____

   f. Filling our hearts with gladness. _____ _____

 40

CHAPTER 6

Given three types of poems, you will be able to identify which poems are Haiku with 100% accuracy. You will need to complete each of the following activities in correct order.

Activities:

1. Find the cut-out chart in the folder. Take the cards out of the pocket in the chart. Read the poem printed on the paper on one side of the card. Remembering the characteristics of Haiku, try to identify which of the poems are Haiku. To check your answer, turn the card over and match the words on the card with the holes in the cut-out chart. If they match, the poem is a Haiku; if they don't match, it is not a Haiku.

2. Find the three envelopes in the folder. One envelope should contain Haiku, one should contain cinquain and the third should contain regular poetry. Read the poem on each card, decide which envelope it belongs in, and put it in that envelope. When finished, take the Haikus out of the Haiku envelope and place them on the string with the clothespins. Have them checked by your teacher or aide.

3. Work the worksheets inside the plastic envelopes marked numbers 3 and 4. Remember to use the Plastic Mark crayons. Be sure to have your answers checked before erasing.

Haiku Pre-test Chapter 6

100% accuracy

1. Instructions: Circle the letter of the poem or poems which are haiku.

a. A black tornado
Ripping away everything-
Nature's own monster.

b. Mud
Cool, wet
Squishing, sloshing, splashing
Glad it's finally spring
Earth

c. Wonderful old tree,
You gave shade all summer long;
Now your leaves are gone.

d. There was once a funny clown,
Who got all dressed up in a gown.
He ran up a tree
To see a bee
And then he came down with a frown.

12

Haiku Post-test Chapter 6

100% accuracy

1. Instructions: Circle the letter of the poem or poems which are haiku.

a. Mud
Cool, wet
Squishing, sloshing, splashing
Glad it's finally spring
Earth

b. Wonderful old tree,
You gave shade all summer long;
Now your leaves are gone.

c. Movie
Exciting story
Pioneers crossing desert
Old times come alive
Western

d. Bubbles are gentle
Light, clear, colorful to us
Beautiful in light.

Haiku Pre-test Chapter 7

100% accuracy

1. Instructions: Given the first line, complete the following haiku, using the correct form.

   a. Sunset is a torch

CHAPTER 7

Given the first line of a haiku, you will be able to complete the haiku in correct form. You will need to complete each of the following activities in the coreect order.

Activities:

1. Place the cut-but chart showing the pattern of a haiku over the first line of a haiku that is given to you. Complete the other two lines of the haiku so that the words fit in the cut-out spaces.

2. Listen to the tape and follow directions as you do your worksheet. The directions are on the tape.

3. Choose one of the pictures with the first line of a haiku and complete the haiku.

Haiku Post-test Chapter 7

100% accuracy

1. Instructions: Given the first line, complete the following haiku, using the correct form.

a. Stars are giant lights

16

Haiku Pre-test Chapter 8

100% accuracy

1. Instructions: Write a haiku on any subject, using the correct form.

17

CHAPTER 8

You will be able to write a haiku using the correct form with 100% accuracy. You will need to complete each of the following activities in the correct order.

Activities:

1. Look at the slides of scenery taken in Japan on the slide projector. Write in your purple booklet a haiku about your favorite slide.

2. Paint a picture of a nature scene. Write a haiku to go with your picture and put it in your booklet. Ask a teacher or an aide for help with the paint.

3. Gather blades of grass, flower petals, or leaves. Ask a teacher or an aide to help you press these between sheets of waxed paper with an iron to make a pretty design and put it in your booklet.

4. On the bulletin board you will see two paintings. These were painted by hand on real silk by Japanese people. Choose the one you like best. Write a haiku about it.

Haiku Post-test Chapter 8

100% accuracy

1. Instructions: Write a haiku on any subject, using the correct form.

19

EXTRA ACTIVITIES

1. Using bells or autoharp compose a 5 tone scale (All black keys). Use the scale to compose a melody to go with a haiku.

2. Illustrate your original cinquain using either water colors or wet chalk on oaktag paper. After it's dry, cut it up like a jigsaw puzzle. Put the pieces into a brown envelope.

3. Go to the library and find a cinquain in a poetry book. Tape it on the tape recorder.

4. For extra reading, go to the library and look up the history of Japan. Two examples are:
   1. National Geographic, Sept. 1967, pp. 295-336
   2. Japan, Life Book

5. With some of the words you've learned and used at this center, develop a crossword puzzle for others to work on. Make your puzzle on a ditto sheet.

6. Look at the slides of Japan, if you want to see some of the scenic views and things located in Japan.

7. Go to the library and find a book on Origami, the process of Japanese paper folding. First start with the simple folding projects. After you have mastered the simple projects go on to the harder ones.

Teacher Materials

1. Arnstein, Flora J., Poetry in the Elementary Classroom, Appleton-Century-Crofts Publishing, 1962.

2. Arubthnot, Mary Hill, Time For Poetry, Scott Foresman, 1952.

3. Carlson, Ruth Kearney, Poetry for Today's Child, Instructor Publications, 1968.

4. Henderson, Harold G., Haiku, Doubleday & Company, 1958.

5. Henderson, Harold G., Haiku in English, Charles E. Tuttle Company, Publishers, 1969.

6. Huck, Charlotte, Children's Literature in the Elementary Schools.

7. Koch, Albert L., Wishes, Lies & Dreams, Vintage Books, Chelsea House Publishing, 1970.

8. Lavin, Albert L., Writing: Unit-Lessons in Composition, Ginn & Company, 1965.

9. Lawrence, Majory, An Invitation to Poetry, Addison-Wesley Publishing Company, 1967.

10. Lewis, Richard. Of This World, A Poet's Life in Poetry, Dial Press, 1968.

11. Livingston, Myra Cohn, When You Are Along/It Keeps You Capone, Atheneum Publishing, New York, 1973.

12. Moffett, James, A Student Centered Language Arts Curriculum; Grades K-6: A Handbook for Teachers, Houghton Miffin, 1968.

13. Possien, Wilma, They All Need to Talk, Appleton-Century-Crafts, 1969.

14. Price, Dorothy, Silent Flowers, Hallmark Edition, 1967.

15. Tiedt & Tiedt, Contemporary English in the Elementary Schools, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1967.

16. Walter, Nina Willis, Let Them Write Poetry, Holt, 1962.

Student Materials

HAIKU

1. Behn, Harry, Cricket Songs, New York: Harcourt. 1964.
2. Behn, Harry, More Cricket Songs, New York: Harcourt. 1971.
3. Cassedy, Sylvia, Birds, Frogs, & Moonlight, New York: Doubleday. 1967.
4. Caudill, Rebecca, Come Along, New York. Holt. 1969.
5. Issa, A Few Flies and I, New York: Pantheon. 1969.
6. Issa, Of this World: A Poet's Life in Poetry, by Richard Lewis, New York: Dial Press. 1968.
7. Johnson, Doris, A Cloud of Summer and Other New Haiku, Chicago: Follet. 1967.
8. Lewis, Richard, Ed., In A Spring Garden, New York: Dial Press. 1965.
9. Lewis, Richard, Ed., Moment of Wonder: A Collection of Chinese and Japanses Poetry, New York: Dial Press. 1964.
10. Mizumura, Kazue, I See The Winds, New York: Crowell. 1966.

CINQUAIN

1. Hopkins, Lee Bennett. City Talk, New York: Knopf. 1970.